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ABSTRACT

Three major rationales characterize the literature dealing with the use of humanities instruction in preparing educational administrators. These rationales focus on (1) the general liberalization of the administrator, (2) the values and purpose-defining skills of the administrator, and (3) the creative and analytical skills of the administrator. Although most of the literature advocates inclusion of the humanities in educational administrator training programs, few such programs exist. Among existing programs, four of which are described in detail, the emphasis appears to be on the values approach. Most of the implementation problems inherent in these humanities programs have been resolved, but finance and evaluation remain particularly troublesome. A 56-item bibliography of related literature is included. (RA)

The Humanities in Preparing Educational Administrators

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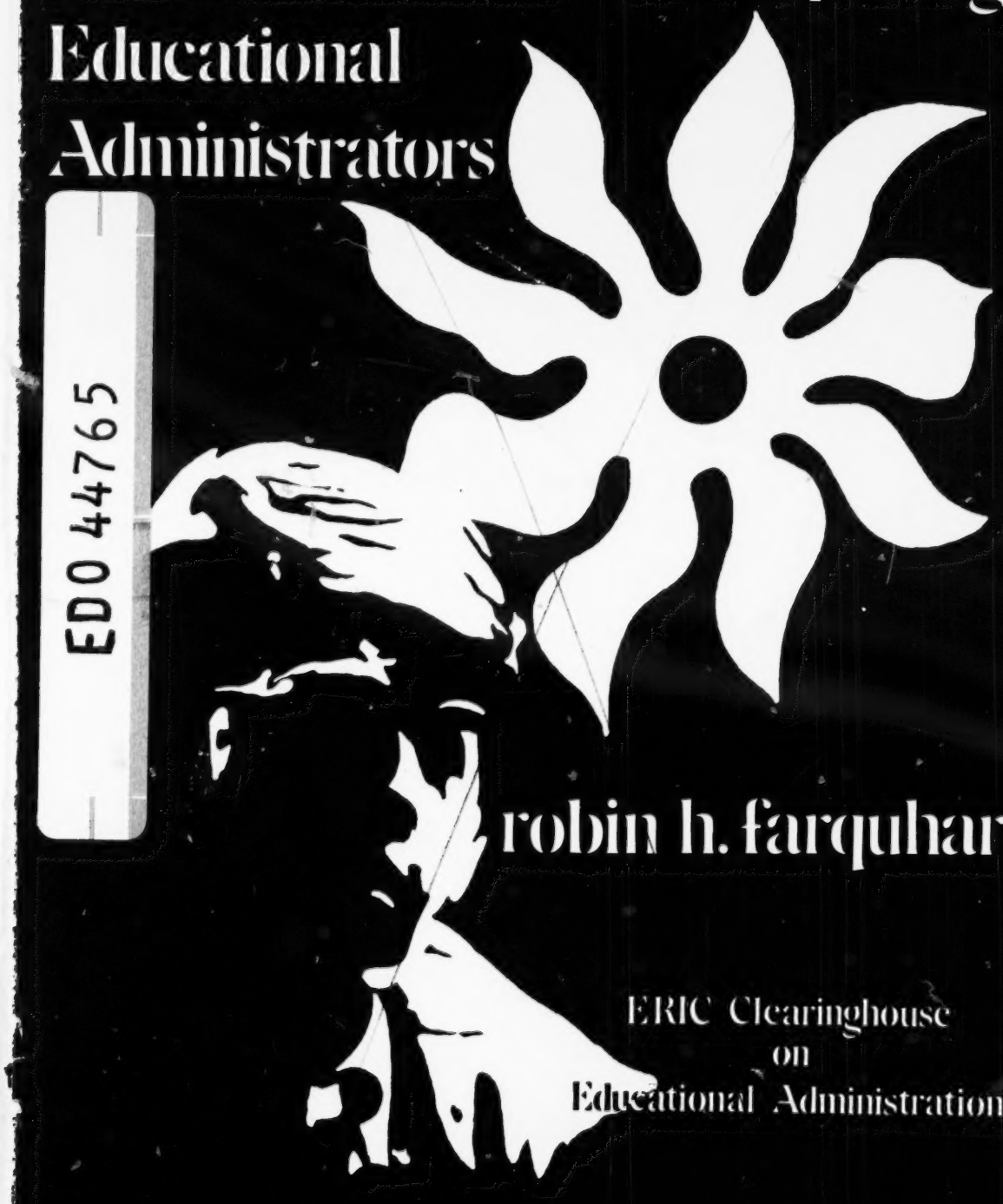

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Robin H. Farquhar

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Foreword

This monograph by Robin H. Farquhar is the seventh in the state-of-the-knowledge series commissioned by the Clearinghouse for the purpose of reviewing, synthesizing, and analyzing current research on critical topics in educational administration. Each paper in the series is intended to critically analyze literature relevant to the topic, synthesize the major ideas and trends supported by the literature, and project into the next decade the future development of knowledge on the topic.

In reviewing the literature on the use of the humanities in preparing educational administrators, Dr. Farquhar obtained "rather disappointing results." Dr. Farquhar faced a problem no other author in this series has confronted — a dearth of published knowledge on the topic of his synthesis. Consequently, guided by his assumption that the literature is not the sole repository of knowledge, Dr. Farquhar has included

in his paper a lengthy examination of knowledge as *practiced* by several universities that have incorporated humanities-related experiences into their administrator preparation programs.

Unique in the state-of-the-knowledge series, this section of the paper should be especially useful to university faculty members who are responsible for preparing school administrators and who would like to include the humanities in their own preparatory programs.

Dr. Farquhar is Deputy Director of the University Council for Educational Administration and an assistant professor of education at Ohio State University. He holds bachelor's and master's degrees in English from the University of British Columbia, and received his doctor's degree in educational administration from the University of Chicago.

As part of his work with UCEA, Dr. Farquhar edited the UCEA *Newsletter* from 1968 to 1970 and served on the Editorial Commission of *Educational Administration Abstracts* from 1966 to 1969. In 1968 and 1969 he chaired the interest group on the humanities at the National Conference of Professors of Educational Administration.

Dr. Farquhar is the author of several professional papers, monographs, and journal articles dealing with preparation of educational administrators, particularly from a social science or humanities perspective. An article by Dr. Farquhar, "The Humanities and Educational Administration: Rationales and Recommendations," was published in the October 1968 issue of *The Journal of Educational Administration.* His "Dramatic Structure in the Novels of Ernest Hemingway" appeared in the Autumn 1968 issue of *Modern Fiction Studies.*

PHILIP K. PIELE
Director

1

Introduction

Educational administration as an area of scholarly inquiry and professional preparation came of age during the 1960s. As in many growing-up processes, this development included the observation of rituals, the testing of new powers, and the rejection of old shibboleths.

If the childhood of professional preparation in educational administration was reflected in the glorification of individualized prescriptive techniques, then its puberty might have been the discovery and use in the late fifties and early sixties of generalizable concepts and modes of inquiry in the social sciences, which were joyfully embraced because of both their apparent relevance and their academic acceptability.

Adolescence, which occupied the latter half of the past decade, was characterized by two principal developments. First, the discipline-based "theory for theory's sake" principle began to be rejected in favor of an approach that focused primarily

or contemporary problems (e.g., race relations and teacher militancy) and processes (e.g., sophisticated planning and management technologies). And second, the quest for a value-free science of educational administration began to be abandoned in favor of an approach that accepted the essential humanity of the school administrator (Farquhar 1969).

Important lessons have been learned in each phase of this evolution, and professional preparation in educational administration now enters the seventies in its young adulthood.

The focus of this paper is on a particular aspect of the adolescent phase: the acceptance of the essential humanity of the school administrator, specifically as this acceptance is reflected in attempts to incorporate content and experiences from the humanities into administrative preparation programs.

During the sixties, the role of the humanities in American education generally began to receive increasing attention and a higher curricular priority. Part of this growing emphasis can be seen as a reaction to the rapid increase of technology, industrialism, urbanism, materialism, and scientism. Thus, ten Hoor (1963) noted widespread concern among educators that the humanities "are not being sufficiently emphasized in current education." Briggs (1969) foresaw "a rebirth of the importance of the arts in American education." The Association for Supervision and Curriculum Development sponsored a 1965 conference on "The Role of the Humanities in Current Curriculum" that led to the publication of a handbook on *The Humanities and the Curriculum* (Berman 1967). Much of the recent literature on this topic is reviewed in an article by Baron (1969).

National policy reflected this tendency in the 1963 and 1964 extensions of the National Defense Education Act, in the passage of the National Foundation on the Arts and Humanities Act of 1965, and in the establishment of such agencies as the Commission on the Humanities (Hechinger 1963), the National Endowment for the Humanities (Greenleaf 1970), and the National Humanities Faculty ("From Other Agencies" 1969). Internationally, it is significant that the National Council of Teachers of English has announced the first "International Humanities Conference," to be held in the summer of 1970.

Evidence of the emergent trend toward the humanities is

also reflected in curricula for preparing school administrators. Portions of at least four recently published texts in educational administration recognize a need for introducing the humanities into preparatory programs (Carver and Sergiovanni 1969, Graff and others 1966, Ostrander and Dethy 1968, and Sachs 1966). The University Council for Educational Administration (UCEA) sponsored a task force and a career development seminar (Ohm and Monahan 1965) on this topic. In addition, a Humanities Interest Group was established by the National Conference of Professors of Educational Administration (NCPEA) in 1968.

This burgeoning interest in the humanities among those who prepare educational administrators has resulted from a number of factors, including the following:

- growing concern for the dignity of man in an increasingly automated world
- rapid changes in the values (and their modes of expression) of the schools' clientele (primarily parents and students)
- sharply conflicting values among those holding differing expectations for the schools
- emerging view of the administrator as one who can no longer be a politically aloof technical manager but who must henceforth become actively involved in the setting of purposes and the formulation of policies for the schools
- increasing concern with systematic social planning and future projection, which requires the administrator to consider carefully the "ought's" as well as the "is's" of his institution
- dawning recognition of the fact that schools are not independent agencies but are an integral part of the total sociocultural system within which man must exist and develop

Prior to discussing this trend toward the humanities in preparing educational administrators, it is necessary to define

the terms of the topic. *Educational administrators* refers here to persons holding or aspiring to leadership roles in schools and school systems, colleges and universities, state and federal education agencies, and other organizations directly concerned with the study or practice of education. By *preparing* is meant the provision of programs, in or by universities, for the in-service or preservice training of educational administrators. Although administrative preparation is a multifaceted process, attention is restricted in this paper to a single preparatory component—program content.

Humanities has been subject to a variety of interpretations, as Baron has noted (1969). Achilles and Gentry define it as a state of mind having

> many meanings to many people: (1) a process by which man tries to find out *who* he is or *what* he is; (2) a body of knowledge; (3) a system of inquiry; (4) a state of being; (5) a history of man's relation to mankind; (6) a discussion of man's relation to nature; (7) a study of man's relation to his own creation, and so forth. (1969, p. 29)

As one would suspect, some disagreement exists on the particular subject areas that comprise the humanities. The national Commission on the Humanities included within its definition "philosophy, languages, literature, archaeology, history, the history of art, musicology, law, cultural anthropology, and some aspects of economics, geography, political science, psychology, and sociology" (Hechinger 1963). Ten Hoor (1963), in his definition, also included mathematics, religion, and theology. In fact, so vague and general has the term become that it can apparently be defined to include almost any area of study. Thus it commonly has been confused with such terms as "liberal arts" and "general education." For the sake of simplicity and consistency, *humanities* is here defined as a body of knowledge and experiences that includes language and literature, creative and performing arts, history, and philosophy.

Two basic assumptions underlie the framework of the remainder of this paper: (1) that the literature is not the sole repository of knowledge, especially with regard to administrator preparation in education; and (2) that the function of a

state-of-the-knowledge paper is not only to report present knowledge but also to assess its adequacy and to project directions for its advancement.

Accordingly, attention is devoted first to knowledge as it is reflected *in print*. The relevant literature, both published and unpublished, is reviewed and its content synthesized in terms of the major rationales advanced for using the humanities to prepare administrators, and in terms of the pertinent problems and issues. Second, knowledge is examined as it is represented *in practice*. Several programs that use the humanities in preparing educational administrators are described in terms of their objectives, clientele, content, instructional approaches, organization, results, and other characteristics. Third, knowledge is considered *in prospect*. Some evaluative generalizations are derived from the two preceding sections and some projections for the future of knowledge in this area are presented. In conclusion, the knowledge is summarized.

2

In Print

A review of literature relevant to the use of the humanities in preparing educational administrators yields rather disappointing results. Many writers have examined the potential of the social sciences for preparatory programs in educational administration, but only a few have addressed the question of whether or not the humanities should, or could, be incorporated into such programs. Moreover, although several preparatory programs that include substantial humanistic content are under way, the literature contains little meaningful description or analysis of them.

To review adequately the literature relevant to the use of the humanities in administrator preparation, it is necessary to look beyond the field of educational administration. (This

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This chapter draws heavily and, in places, directly on ideas presented elsewhere by the author (1967 and 1968).

approach assumes, of course, acceptance of the administration qua administration principle.) Some literature does exist on the use of the humanities in the field of business administration, whose preparatory programs began to draw heavily on the humanities during the fifties.

In this chapter some of the arguments that have been advanced in support of employing humanistic content in preparing administrators are considered and some of the issues that must be resolved in developing such a program are examined.

Rationales for Incorporation

Because of the immense variety inherent in the humanities, the claims that have been advanced for the efficacy of the humanities in administrator preparation are many and diverse. Foster, in reviewing some of the relevant literature, compiled the following sample list of such claims:

> they improve the ability to read intelligently and write coherently, to communicate; they increase moral wisdom and arouse the minds of people with the intellectual capacity to do something about the world's problems; they encourage tolerance in the beliefs of others; they enable an administrator to criticize himself without the interference of anxiety and give him a sense of emotional independence and security in his dynamic struggle with "the system"; they provide a wider range of reference, techniques for learning in a new field, and a desire for intellectual growth; they show man how to stay human in a "compartmentalized, overorganized, scientific age"; they lend the ability to create a harmonious whole out of dissimilarities; they prepare a man to choose "between good and bad, truth and falsehood, the beautiful and the ugly, the worthwhile and the trivial"; and finally, they improve his ability to make decisions of every sort. (1965, pp. 110-112)

Clearly, no single reason has been offered to support exposing administrators to the humanities. Rather, various combinations of reasons have been offered, their selection depending largely on the particular resources available for a program and on its specified objectives.

Nevertheless, three major emphases characterize the vast majority of arguments that favor the use of the humanities in administrator preparation. In order of increasing specificity, these three emphases are:

- a focus on the general liberalization of the administrator
- a focus on the values and purpose-defining skills of the administrator
- a focus on the creativity and analytical skills of the administrator

Although these three foci are neither mutually exclusive nor independent, they are distinct in terms of the primary purposes they seek to achieve and, consequently, they tend to generate differing approaches to program design. Moreover, they constitute a useful framework for considering some of the arguments advanced in favor of using humanistic content in preparing administrators. Each of these three emphases will thus be considered briefly.

GENERAL LIBERALIZATION

Probably the broadest in scope and least specific in purpose of the three rationales, the focus on the general liberalization of the administrator is as old as Plato. In modern times, one need go back only as far as the early 1950s to discover the beginnings of recent attempts to "liberalize" the administrator through exposure to the humanities.

The movement began in the area of business administration. Technical and scientific training of corporation executives was viewed as no longer sufficient preparation for administering large and complex organizations whose immense responsibilities to and for society were becoming increasingly clear. An engineer or a market analyst simply was not educated to play a leading role in the advancement of the American social order; nor was the executive who had been subjected to the institutional press for individual conformity that was becoming recognized as characteristic of life in the modern corporation. What was needed was a new kind of leader, a "business statesman," a man who could "understand his own corporation, the forces at work within it, and its meaningful relation to the society of which it is a part" (Peckham 1960, p. 18).

The cultivation of such a man, it was felt, would require the development of special intellectual, personal, social, and ethical qualities. To achieve this purpose the best existing model was

viewed to be the humanities program of the American liberal arts college (Peckham), because in the humanities is found a record of the best (and worst) that man has thought and felt. The result was the development for business executives of a multitude of liberal-education refresher courses, the content, quality, and duration of which varied substantially.

The first and perhaps most thorough of these programs was instituted in 1953 by Peckham at the University of Pennsylvania for selected third- and fourth-level executives in the Bell Telephone System. This was followed by the inauguration of similar but less ambitious programs for Bell personnel at Swarthmore, Dartmouth, and Williams Colleges, and at Northwestern University. As the liberalizing bandwagon gained momentum, a number of independent programs were spawned across the country, including those at Aspen (Scanlon 1963), Vassar, Southwestern University at Memphis, Clark University, the Universities of Denver and Akron, and Wabash and Pomona Colleges. These programs had several common characteristics, of which Seigle has identified the following:

1. All the programs are non-credit.
2. They all tend to keep the number of participants small in order to facilitate discussion.
3. Heavy emphasis is placed on the humanities and on the subject of values.
4. Great pains are taken to provide experiences which are considerably different from those encountered in daily life.
5. All programs recognize the difficulties encountered when follow-up and evaluation are attempted. (1958, p. 59)

The final point is particularly revealing about the general liberalization approach, because it reflects the lack of specificity that characterizes the approach. Evaluation of the programs was difficult largely because their purposes were so general and their criteria for selection of humanistic content so vague. The humanities, it was said, can develop in the executive a "good command of English," a "good mind and a good spirit," a "warmth of heart and a love of beauty," and a "warmth of feeling and the proper humility" (Chapman 1957, pp. 5-6); they can "arouse the minds" of persons capable of acting on the world's problems (Copeland 1964); they can cause business leaders to become "more interested, alert, imagin-

ative, and adaptable" (Folsom 1964); and they can develop

> the intellectual qualities of perspective, technique of learning, self-awareness, flexibility, and growth; the social qualities of emotional comprehension of others and of one's self and the sensitivity to the diversity of human emotional experience; and the ethical qualities of the desire to discover what is true and good and the desire to put these values into practice. (Peckham 1960, p. 37)

When relevance is couched in concepts as intangible as these, its validity is indeed difficult to demonstrate (Viteles 1959).

This general and vague liberalizing approach to the use of the humanities in programs for administrators has not been limited to the business world. It is being applied to curricula in military officer training schools ("Service Academies" 1966), and it has been recommended for the preparation of personnel in education. Halpin (1963) has written about the importance of the humanities in training educational researchers, and Ulich (1956) has cited the necessity of including substantial humanistic content in teacher preparation programs. An attempt to fulfill the latter need is reflected in the John Hay Fellows Program, developed to send outstanding high school teachers back to college for a year of reading, reflection, and study in the humanities (Logan 1963).

Regarding preparation in educational administration, the use of the humanities for broadly liberalizing purposes and for curricular balance has been recommended by Goldhammer (1963), Halpin (1960), Morgan (1969), Ross (1969), and Walton (1962), among others. The New York State Regents Advisory Committee on Educational Leadership has recognized a need for prospective chief school officers to have "an acquaintance with the humanities as expressions of the spirit, imagination, and aspirations of man" (1967, p. ix). And the American Association of School Administrators has published the following statement:

> The superintendent of schools who would become sensitive to the forces that hold society together or that threaten to rip it apart, who would have a sympathetic understanding of the uneasiness and anxieties that hang like shadows over people in times of stress and strain, who would get a feeling of the order and unity of the total culture—indeed of all mankind and the whole universe—can do no better than turn to *literature*, *music*, *art*, and *philosophy*. (1963, p. 23)

The authors of this statement proceed to illustrate how particular content from each of the disciplines named can be applied to administrator preparation.

A non-university-based attempt to implement this rationale with educational leaders is reflected in the proposal to form a Center for the Study of Education at Aspen ("Announce New Aspen Center" 1968). The proposal derived from the humanistic symposia sponsored by Phi Delta Kappa and held in Aspen during the summers of 1967 and 1968.

VALUES AND PURPOSE-DEFINING SKILLS

Whereas the general liberalization approach supports incorporation of humanities content into preparatory programs in rather broad and vaguely defined terms, the approach that focuses on values and purpose-defining skills in administration recommends the humanities for much more specific reasons. Briefly, the argument for this approach goes something like this: Since modern organizations are distinguished primarily by their differential purposes, it follows that purpose is of central importance to organizational life. Consequently, the administrator must possess the ability to determine, define, and (where necessary) change organizational purpose. To a large extent this ability must be based on skill in making value judgments, a skill that depends mainly on the administrator's understanding of his own values, those of others, and those of society generally. Such understanding can best be achieved through exposure to different values in operation and in conflct — i.e., to moral dilemmas. The humanities offer this kind of exposure.

As conflicting values, particularly in urban areas, have become increasingly reflected in confrontation and violence directly affecting the operation and administration of schools, support for this rationale has been strengthened. Never before has the educational leader so desperately needed to formulate and communicate the essential purpose of his institution, to be fully aware of his personal value system, and to understand the motivating values of those who oppose him.

A number of writers have espoused this view. Referring to administration generally, de Grazia has said:

> We believe that, if applied administration is to be taught at all without destructive effects upon creativity, it must be taught as an exercise in the postulation of alternative values (often of opposites), in the systematic assessment of conditions affecting a given value system, and in the prescription of preferred action for those who accept the values. The subjective and relative nature of the pedagogy should be constantly indicated in order to prevent indoctrination and "scientism." Taught in this way, administrative science could be regarded as a worthy part of education in "the liberal arts." (1961, p. 582)

With particular reference to educational administration, the importance of values has been stressed by Broudy (1965) as well as by several writers in the NCPEA Values Interest Group publication of 1969 (Blackmon). Achilles (1969) and Keller (1965) have emphasized the relevance of the humanities in preparing leaders to make value choices. Zeigler has written that the administrator needs to understand his own and society's philosophical foundations and value systems if he is to construct a personal philosophical position that is "as consistent and logical as possible" (1968, p. 135). Suggesting five such positions as guidelines — reconstructionism, experimentalism, idealism, realism, and existentialism — Zeigler provides a "self-evaluation check list" that a person may use to determine the position of his philosophy of educational administration.

In a memorandum to the U.S. Commissioner of Education in 1967, Goldhammer, having just completed a nationwide study of school administrators' needs and problems, identified one of the purposes of inservice education as follows:

> ... the in-service education program for administrators should provide opportunities to check and re-appraise perspectives toward the functions and goals of education, the relation of man to his fellow man, the relation of man to his reasons for being on earth, the ends of social existence, and the ethical problems with which men must deal and through the solution of which society can fulfill the vast array of non-material needs of its participants. The administrator makes decisions which affect other people and the future well-being both of individuals within society and the basic organism of society itself. Under such considerations, continued reflection upon humanistic studies should be a part of the in-service education of school administrators in order to maintain their self-consciousness of the implications of their decisions. (pp. 8-9)

Similarly, Michael has suggested that the growing computerization of organizations is enormously increasing the demands on administrators to "wrestle with the moral and ethical consequences of the policies they choose and implement," with the result that they will have to become perpetual students of the humanities (1966, p. 73). And Cremin has recommended that the school leader receive fundamental preparation in history, philosophy, and literature to enable him to respond intelligently to the "great questions of educational purpose" (1965, p. 118).

Perhaps the most explicit statement of the values and purpose-defining skills rationale in educational administration has been offered by Harlow, who concludes:

> In times like these, the determination of educational purpose ... is a matter for the most carefully reasoned, most carefully disciplined intellectual effort. It is in this fact that there is to be found an opportunity for the improvement of training programs for prospective educational administrators. For values and the making of value judgments are the domain of one of the major modes of human thought; namely, the humanities. These are the human studies, those which deal with the peculiarly human features of our experience. (1962, p. 68)

This argument has received considerable support from Culbertson, who carries it a step further. He identifies a number of literary works that, if effectively incorporated into preparatory programs, would contribute to the development of administrative skills in solving moral dilemmas through informed value judgments. Such literary content, he concludes,

> should be used to assist potential administrators (a) to think clearly about persistent moral issues faced by those heading organizations, (b) to analyze the contradictory forces that are generated by competing value systems, and (c) to assess the possible consequences of being guided by one set of values as opposed to another. (1963)

The feasibility of this suggestion has been illustrated by Foster (1965). Through content analyses of ten novels, he has demonstrated that the modern novel is particularly suited to providing the pluralistic models needed to confront the student with changing cultural values and contemporary educational issues.

Ross has stressed the relevance of drama in helping prospective school administrators to understand the values of others. According to Ross, drama cultivates empathy:

> The drama, which requires empathy, and trains it, has the great virtue of being imaginary; we live in it emotionally and intellectually, but no one is ever really hurt . . . . The great dramatic conflicts . . . are moral, and whatever else its aesthetic problems of form, the content of serious drama is moral conflict. (1969)

Thus, unlike the "shotgun" approach of the focus on general liberalization, the focus on values and purpose-defining skills takes more careful aim at a major dimension of administrative behavior. Probable results of using this approach are that the relevance of content from the humanities can be more clearly demonstrated, and that programs to achieve the desired ends can be more precisely designed, implemented, and evaluated.

CREATIVITY AND ANALYTICAL SKILLS

Another relatively specific rationale for incorporating the humanities into administrator preparation programs is the focus on creativity and analytical skills. This approach focuses on a different kind of leadership skill than that involved in value judgment and purpose definition. The basic distinction between the two is that whereas the values rationale views the humanities in terms of the ethical substance inherent in their content, this rationale views the humanities in terms of the aesthetic process inherent in their form. More simply, the values approach is concerned mainly with what a work says; the creativity approach is concerned with *how* the work says it. Thus, whereas the former would probably emphasize the historical and philosophical aspects of the humanities, the latter would likely stress their literary and artistic facets.

The creativity rationale may be summarized as follows: Successful organizational leadership is a creative act in that the administrator must take a myriad of intricately interrelated variables and from them fashion some kind of meaningful pattern, structure, form, or sequence. He must understand how one element in his creation derives inevitably from another and irrevocably determines a third. He must be aware of natural sequences, he must foresee consequences, and he must recognize critical points. He must know where the imposition

of his will may have an effect and where the result of a sequence is predetermined. All these capabilities, the argument goes, characterize the successful artist as well as the successful administrator.

Thus the processes of the poet, the dramatist, the novelist, the painter, the architect, the sculptor, and the composer are in many ways similar to the processes of the administrator. Coleridge's principle of the "willing suspension of disbelief" in relation to drama is not unlike Barnard's concept of the "zone of indifference" in relation to authority, and Hemingway's perception of prose as architecture resembles Fayol's view of administration as process. The study of the classic structure of drama, which can be applied effectively to other art forms, may be particularly relevant to an understanding of such concepts as sequence, continuity, balance, determinism, and the critical incident in administrative behavior. Similarly, such terms as "harmony," "discord," "clash," "complement," and "incongruity" can be applied as readily to administration as to music, painting, or literature.

The administrator has been likened to the symphony conductor and the drama director; analogies drawn from the other arts may be equally appropriate. In a word, the administrator must be an artist: He must possess creative skills akin to those of the producer of art, and he must possess analytical skills akin to those of the interpreter of art. Recognizing the element of artistry in leadership, it follows that the study and understanding of art should have a place in administrator preparation programs. Again one turns to the humanities.

Proponents of this view have not been particularly vocal, although a few have been heard. In the literature of business administration, Pamp, for example, has stated:

> ... [executives need] the ability to see situations as a whole after and above all the data that are available, to seize on the central elements and know where the entry of action can be made.
>
> The fullest kind of training for this ability can actually be given by the practice of reading and analyzing literature and art. In his function the executive must do pretty much what a critic of literature must do, i.e., seize upon the key, the theme of the situation and the symbolic structure which gives it life. The executive must, moreover, create his object for analysis by himself, combining the ingredients of people and data ....

> The executive must be continually and instinctively making order and relation out of unrelated ideas — sorting, categorizing — to the end of action. The order he is able to impose on this mass of experience and the actions he initiates determine his success as an executive....
>
> The whole of a play or a poem or a novel is the object of the studies of literature because the meaning and structure of each part of it make sense only in terms of the whole. Thus one can say that this feeling for completeness which must govern management even more in the future than it has in the past is directly served by the humanities. (1957, pp. 42-45)

Concerning educational administration, the importance of creativity has been stressed by Berenda (1965) and Brameld (1965), among others. The role the humanities can play in developing this creativity — or "art of administration" — has been suggested by Ohm and Monahan (1965).

At a more operational level, Cheal has argued an eloquent case for the artistic creativity of school administration. The administrator cum artist, he says, must be a "man of vision" and "a sensitive person":

> He must not only have a clear understanding of things as they are but he must also be able to perceive things as they might be. He must be able to visualize a Venus de Milo or a David in a block of marble; a symphony in a storm; or a ballet in a waving wheat field....
>
> He is acutely aware of the shifting nuances of light and shade, harmony and discord, which escape the untrained eye and ear. His performance responds with an equally sensitive touch. The effective practice of human skills requires both sensitivity of perception and sensitivity of performance — a keen awareness of the desires, interests, and needs of others; and an immediate and skillful response to these desires, interests, and needs. This is the very heart of the fine art of administration....
>
> Creativity suggests newness, freshness, originality. The artist-administrator, therefore, is one who always has a fresh approach. He can think outside of traditional frames of reference. He can use old patterns in new ways. His work is stimulating and rewarding to all associated with it. (1967, pp. 7-10)

Cheal demonstrates how three basic art principles (unity, coherence, and balance) are essential to administration. He relates balance, for example, to Halpin's work on leadership theory and organizational climate and to Guba's treatment of the concept of authority.

The design of preparatory activities to implement this rationale has proved difficult. However, Monahan, in discussing a proposed continuing-education seminar for practicing school administrators, suggested two activities that appear promising:

> It is proposed that seminar participants be allowed to "eavesdrop" on a rehearsal of a string quartet who will be given a score that they have never previously seen. Following the "rehearsal," the participants will engage in a "post-mortem" with emphasis on "process"; for this "post-mortem" exercise, there will be two phases. First, a general discussion of the process at which members of the musical group will be present to answer questions and discuss their activity; secondly, it is proposed that a small-group analyst be present during the rehearsal and discuss his analysis of the process....
>
> It is proposed that a sculptor speak to participants about *his* art *while he sculpts.* Rather than merely expose the group to some kind of academic speech by an artist regarding his work, the idea is to have him talk about what he does *while he, in fact, does it.* Although explicit attempts to draw immediate implications of this kind of activity for school administration may not be predictable, it is interesting to consider the analogy of "working with clay" and "working with people." (1968, p. 20)

Regrettably, neither of these proposals has yet been implemented because of a lack of financial support.

In summary, the focus on creativity and analytical skills, like the focus on values and purpose-defining skills, is substantially more specific than is the focus on general liberalization. In contrast to the values approach, however, the creativity approach emphasizes form rather than content, process rather than substance, and aesthetics rather than ethics. Moreover, the creativity rationale has received much less attention to date than has the values rationale, and thus has not been developed to the extent the latter has.

Problems and Issues

Any attempt to design a program involves problems. The development of preparatory experiences in educational administration that draw upon the humanities is no exception. Three general, interrelated problems seem particularly germane to such an endeavor:

- the problem of relevance (What humanities content should be incorporated into the program?)
- the problem of methodology (How should this content be incorporated?)
- the problem of evaluation (How can the effectiveness of the content, as incorporated, be determined?)

Each of these problems is comprised of several issues, a few of which will be cited as illustrations.

PROBLEM OF RELEVANCE

Solutions to the problem of relevance depend largely on the purposes of the program. For example, a program to provide an inservice experience should probably be designed to fit a short, intensive period during which busy practitioners take time from their jobs to seek answers to questions they face daily on the "firing line."

A preservice preparation program, on the other hand, is not restricted to short time-periods and is free from the pressure to provide information of immediate utility. Moreover, whereas the instructors of inservice programs may know very little about the administrators who attend, the instructors of preservice programs usually deal with persons whose backgrounds are relatively well known and whose commitment to the program may be comparatively greater.

Because of these distinctions, humanities-related inservice and preservice programs need to be designed quite differently. Differences exist in the time available for reading and writing assignments, in the amount of exploration and experimentation that could be undertaken, in the nature and scope of the content that could be selected, and in the instructional techniques that could be utilized.

Similarly, the selection of humanistic content and experiences will vary according to whether the program is designed to serve primarily a compensatory or an enrichment function. That is, the program's goal may be to compensate for students' lack of previous experience with the humanities, or it may be to enrich or build upon the experiences of students already hav-

ing had considerable exposure to the humanities. Relevance is defined quite differently for these two clientele groups.

Finally, the purpose of a program is integrally related to the rationale according to which it was conceived. For example, a preparatory experience that draws on the humanities to "liberalize" the administrator should probably be much broader in scope and shallower in depth than one designed to develop his purpose-defining skills. Also, the program based on the values rationale will likely differ from that based on the creativity rationale. Whereas the values program will emphasize the philosophic aspects of the humanities, the creativity program will stress the artistic aspects.

PROBLEM OF METHODOLOGY

Solutions to the problem of methodology depend largely on the resources available to the program. One resource is money. The amount of money available is crucial in deciding whether to adapt the program to already existing structures on campus or to initiate a new mechanism to accommodate it. In the latter instance, special funding will likely be needed to support the intensive curriculum-planning and materials-development activities required. In the former case, students can simply be sent "across campus" at no extra cost.

A second resource is time, which largely determines the duration of the program. Decisions on the issue of duration, however, must take account of the purpose to be served as well as the time available. For example, Peckham made this observation of the Pennsylvania Bell Telephone program, which implemented the general liberalization rationale:

> Those programs of two to six or ten weeks which have been set up more or less in imitation of the Bell Telephone program, although they may provide a change for a few weeks and furnish the participants with a bit of chitchat for cocktail parties and with a few new status symbols to flourish, are in any profounder sense, I am strongly convinced, quite worthless. (1960, pp. 9-10)

An absolute minimum for such a program, Peckham concluded, should be eight months. Within shorter time-periods it seems difficult to avoid serving what Kidd has referred to as "a kind of cultural cocktail made up of a dram of Plato, a dash of Kant, and a squirt of Beethoven" (1957, p. 77).

A third relevant resource is personnel. The decision must be made whether to staff the program on an interdisciplinary or an intradepartmental basis. The former approach will require functional relationships with one or more professors in the humanities willing to work with practicing or prospective school administrators. The latter approach will require at least one professor of educational administration who is both committed to and capable of effectively incorporating humanities content into leadership preparation. Neither of these alternative requirements is easy to come by.

PROBLEM OF EVALUATION

To solve the problem of evaluation, issues represented by the following three questions must be resolved: (1) Can the objectives of the program be defined in behavioral terms sufficiently specific to be measurable? (2) Can instruments be devised capable of determining the degree to which the objectives have been achieved? (3) Can the importance of achieving these objectives, relative to that of achieving alternative, non-humanities-related objectives, be demonstrated? Resolution of the issues reflected in these questions is difficult for any educational program, particularly programs based on the humanities, and especially when the underlying rationale is very general.

An attempt was made to evaluate the Pennsylvania Bell Telephone program (Viteles 1959), based on the general liberalization rationale. Peckham, who designed the program, concluded that the effectiveness of such an experience is "impossible" to evaluate (1960, p. 9). Seigle, in a related observation, stated that "a study of existing programs in liberal education for executives reaffirms the great need for a clearer understanding of purpose and for the development of appropriate instruments to ascertain the extent to which such purposes are being achieved" (1958, p. 74). No evidence exists in the literature of any effort to evaluate humanities-oriented programs based on either the values or the creativity rationale.

Not all knowledge, however, is recorded in print. Some of these problems and issues may have been confronted and resolved in practice without being reported in the literature. In

recognition of this possibility, personnel in several universities known to have had experience with the humanities in preparing educational administrators were asked by the author to provide certain information about their programs. The results of this survey are summarized in the following chapter.

3

In Practice

A review of "trends and issues in the preparation of educational administrators" led Walker to report that "much lip service is paid to the desirability of including a humanities core in preparation programs, but rarely does this consist of more than an odd course or two taken in lieu of some social science courses" (1969, p. 151).

Data supporting this statement were collected recently by the UCEA central staff in a questionnaire survey of doctoral programs for preparing public school superintendents (Culbertson and others 1969). Questionnaires were sent to a nationwide sample of superintendents who had graduated from preparatory programs within the past five years and to de-

The author gratefully acknowledges the contributions of professors at the Universities of Florida, Miami, Rochester, and Tennessee who provided most of the information synthesized in this chapter.

partments of educational administration in UCEA member universities. The superintendents were requested to specify the "outside" content areas to which they were exposed during their preparatory experiences. Out of a total of 430 such specifications, only 37 (8.6 percent) referred to content in the humanities. Similarly, the university personnel were requested to specify the "outside" content areas incorporated into their doctoral programs for prospective superintendents. Of the 296 specifications received, only 26 (9.1 percent) referred to content in the humanities. For both samples, the vast majority of "outside" content identified fell within the social sciences. Consistent with Walker's observation, in most cases the "outside" content was experienced through students taking courses offered by other departments, rather than through its integration into programs offered by departments of educational administration. Of the responses that did specify exposure to humanities content during the doctoral program, more than 80 percent in both samples identified either history or philosophy as the discipline involved.

The UCEA study suggests, then, that in only a very small proportion of universities do graduate students in educational administration experience humanities content as a part of their preparation programs. In the majority of institutions where such content is experienced, it is encountered through students taking courses "across campus" — largely in the departments of history and philosophy.

Exceptions to these observations do exist, however, and have been increasing annually. Many professors of educational administration are committed to the belief that the humanities hold potential for improving leadership preparation. Furthermore, because of their own rich backgrounds in the humanities, a number of them are capable of operationalizing this belief. Increasingly during the past decade, some of these professors have experimented with a variety of ways to use the humanities in preparing educational administrators.

In the early sixties, for example, McPhee explored the use of novels with prospective administrators under his tutelage at Harvard University. Goldhammer, working closely with philosophy professors Castell and (later) Berkson at the Uni-

versity of Oregon, drew heavily on historical and philosophical works to heighten educational administration students' awareness of the basic moral issues and value conflicts that are reflected in the society they must serve as school leaders.

The seminar developed by Goldhammer and Berkson was entitled "Education and Modern Trends of Thought." Students met for one and one-half hours, twice a week, over two quarters to discuss such topics as liberalism, scientism, and social Darwinism; pragmaticism, pragmatism, and instrumentalism; scientific explanation, determinism, and social controls; Marxism; psychoanalysis and contemporary thought; and existentialism. In drawing almost exclusively upon the humanities, the seminar staff sought to develop in prospective and practicing school administrators an understanding of (1) the basic characteristics of each position selected, (2) the interrelationship of the various trends to one another and to other thought currents running through society, (3) the extent to which educators can concur with and find value in the particular view of man in society inherent in each position, and (4) the probable impact upon the structures, goals, methods, and administration of schools if educators were to accept any particular position.

More recently, Bryan has been using novels extensively in two of the educational administration courses he teaches at the State University of New York at Albany. Granger has incorporated content from art, history, and philosophy into his course on "Interdisciplinary Foundations of Educational Administration" at New York University. And one of Monahan's students at the University of Iowa is writing an "administration novel" in lieu of a dissertation to complete the requirements for his doctorate in educational administration. In addition, Monahan is coauthoring another novel with three of his students to test the belief that this literary genre provides an approach to case writing that permits much better character portrayal, context establishment, and narrative development than does the typical case study in educational administration.

Also at Iowa, Lane worked during 1969 with a member of the Department of Philosophy in offering a "values seminar" for twenty students selected from the fields of philosophy, religion, higher education, and educational administration. For

the educational administration students, the seminar was intended to provide better balance in their program by introducing a specifically "human" and value-oriented component. Content for the seminar was drawn largely from literature and philosophy, with topics determined primarily by students' interests. The instructional methodologies included role playing and case studies. Among the participating external resource persons were administrators, board members, student leaders from both secondary schools and universities, and textbook publishers.

Another values-based seminar offered for the first time during 1969 was developed by Laughlin at Ohio State University for practicing school principals. Here the students worked in teams. Each team read, analyzed, and discussed a particular group of novels, plays, and philosophical works in terms of the concepts derived from them, the generalizations postulated in them, and the principles generated by them that relate to value issues in educational administration.

For the past three years at the University of Minnesota, Popper has conducted a seminar designed to help advanced students in educational administration gain perspective on the historical and contemporary nature of man and on his relationship to his environment. Popper believes this perspective will be useful to the student when he assumes his role within the formal organization that will largely constitute his own contemporary environment. In this seminar, Popper draws extensively upon content and experiences in philosophy, poetry, prose, drama, and cinema; he involves a number of artists, writers, and humanities scholars as resource persons. On the basis of highly positive student response to the seminar, Popper and other personnel at the University of Minnesota are considering expanded use of the humanities in their administrative preparation program.

Four Representative Humanities Programs

Although other examples of the use of the humanities in preparing educational administrators undoubtedly exist, the foregoing sufficiently illustrate the emergence of a possible trend in this direction. The intent in this chapter, however,

goes beyond simply demonstrating that professors responsible for preparing school leaders are turning increasingly to the humanities for meaningful content. The main objective is to describe and analyze a few of the humanities-oriented experiences currently being offered in administrator preparation programs so that those who contemplate the introduction of such a component into their own preparatory offerings will have some knowledge on which to base their efforts.

For the analysis, four universities (not including those referred to earlier), known to be placing considerable emphasis on humanities content in their preparation programs for educational administrators, were selected. The programs chosen vary in terms of such characteristics as purpose, underlying rationale, duration, breadth and depth of experiences offered, extent of evaluation conducted, and involvement of personnel from humanities areas. To obtain information on the programs, questionnaires were submitted to persons responsible for introducing the humanities content. Information was sought pertinent to the programs' objectives, clientele, instructional approaches, staffing, organization, content and experiences, results, problems, and projections for the future.

Because of the differing nature and extent of responses to the questionnaire items and to the requests for available supporting materials, the amount and quality of information provided on the four programs vary. Nevertheless, readers should be able to understand the programs sufficiently to determine whether or not they desire further information. The four universities are discussed in alphabetic order.

UNIVERSITY OF FLORIDA

Six *concepts seminars* are offered at the University of Florida as part of a program funded by the Education Professions Development Act (EPDA) to prepare school administrators for urban areas. One of these concepts seminars has drawn from world literature to acquaint students with the dilemmas created by conflicting values in American society today. The concepts seminars are attempts to overcome perceived weaknesses in programs that try to provide knowledge from various disciplines by requiring students to "minor" in one or more of these fields or by employing persons educated in these fields

as professors in departments of educational administration. The University of Florida saw the need for a vehicle that would allow scholars in selected fields to identify in their disciplines the major concepts relevant to educational administration and to present these concepts directly to prospective school leaders. The concepts seminars were developed as such a vehicle.

The concepts seminar drawing on the humanities was first offered in the summer quarter of 1969. It was taught by a professor of English literature and used an existing English Department course designation entitled "special topics." The seminar met for three hours weekly throughout the quarter. Three credits were awarded for its satisfactory completion (as determined by grades assigned by the English professor).

The students in the seminar were twelve Fellows selected for the EPDA-funded preservice program leading to the Ed.D. degree. They were recruited and selected through the usual methods of advertising, word-of-mouth, and measurements of academic achievement, professional accomplishment, and ability as indicated by GRE scores. The eleven men and one woman ranged in age from twenty-seven to forty-two years. All but one had experience as either school administrators (approximately half) or teachers, and all were preparing for school or junior college administrative positions in urban settings.

The primary purpose of the seminar was to alert the students to the presence and significance of conflicting values in decision making. However, a secondary purpose was also considered — to provide an experience in the liberal arts for students who, for the most part, were trained in the sciences and professional education. Thus, in terms of the rationales presented in chapter 2, the seminar's purposes derived, first, from the values rationale and, second, from the general liberalization rationale.

The seminar was highly organized. Criteria for selecting its content and experiences were based on a review of societal and professional trends by faculty members in the Department of Educational Administration. The value issues selected by this means included the significance of unrest, the one-world ideal, the difficulty of ethical decisions, the prominence of ambiguity, and the relationship between freedom and restraint. With these issues as topical guidelines, the English professor

then selected a variety of representative works of world literature for study and discussion to illuminate the value conflicts involved.

According to an evaluation by student opinion, the seminar was highly successful in acquainting those enrolled with a selection of world literature (the secondary purpose). However, it achieved only limited success in alerting students to value dilemmas (the primary purpose). The apparent reasons for the differential achievement of these objectives were an overemphasis by the English professor on appreciating the literary works for "their own sake" and a failure to relate the moral dilemmas encountered in the literature to decision-making problems in complex organizations.

To overcome these difficulties, the second offering of the concepts seminar focused exclusively on values. Enrolling a different group of students, the seminar during the fall quarter of 1969 was taught by a professor of religion. The emphasis this time was on ethics. Experiences and content were directed toward the critical examination of three ethical models — the subjective value model, the objective value model, and the relational value model. The time allocated to the seminar was increased so that it met twice weekly for two-hour periods; correspondingly, the number of credits granted for its successful completion was increased to five.

At the time this paper was written, evaluative information was not available on the ethics seminar. Nevertheless, the mere fact that the seminar was instituted and the difficulties it sought to overcome are significant. The implications of these difficulties for the future use of the humanities in preparing educational administrators are explored in a later chapter.

UNIVERSITY OF MIAMI

Under the direction of Gordon Foster, students enrolled in the federally funded Leadership Training Program for Administrators of Multi-Cultural Schools at the University of Miami are working with humanities content conveyed via several media. Supported initially through the Higher Education Act and currently through the Education Professions Development

Act, this program enrolls approximately thirty beginning and experienced school administrators — both black and white — for a full year's preservice training at the master's and post-master's levels. The program is designed to prepare them for positions of educational leadership in multicultural or newly desegregated southern schools.

In contrast to the program at the University of Florida, the humanities component in the Miami program is not constituted as a distinct seminar but is integrated into the regular course framework in a comparatively unstructured fashion. Also unlike the Florida concepts seminar, the humanistic content in the Miami program is presented by a professor of educational administration rather than by a humanities scholar. On the other hand, the two programs are alike in deriving their primary purposes from the values rationale.

More specifically, the three objectives of the humanities component in the Miami program are (1) to illuminate current social problems and issues; (2) to add dimension and perspective to administrator roles, administrative dilemmas, and purpose-defining tasks; and (3) to add interest to the "typically dull" content found in professional education courses. To achieve these purposes, Foster and his associates turned to modern novels, plays, and motion pictures as being particularly conducive to the presentation of existential choices within a pluralistic society and an open social system. Three main criteria are applied in selecting works from these genres: (1) relevance to the "now generation," (2) capacity to instigate peak emotional experiences, and (3) capability of articulation with the results of behavioral science research that say the same things in a different way. While the selection of humanistic content and experiences according to these criteria is still under way, the following works have already been introduced into the curriculum:

1. novels (or pseudonovels) — *Another Country* (Baldwin), *The Algiers Motel Incident* (Hersey), *The Assistant* (Malamud), *Catch 22* (Heller), *One Flew over the Cuckoo's Nest* (Kesey), *The Dollmaker* (Arrow), *Piano Players* (Vonnegut), *Portnoy's Complaint* (Roth), and *The Spinster* (Warner)

2. plays — *Dollar Psyche Fake Out, The Job,* and *A Few Million after B.C.* (Caldwell); *And We Own the Night* (Garret); and *Home on the Range* (Jones)

3. motion pictures — "The Graduate," "Blow-up," and "High School"

An emphasis on the vivid portrayal of contemporary value conflicts is obvious in these selections.

Regarding the third criterion for the selection of humanities content — the articulation of the content with the results of behavioral science research — the following suggestion by Foster, in his doctoral dissertation, is enlightening:

> While content from the humanities can be used effectively by itself in seminar-type situations at the graduate level, it would seem to be more efficient generally to combine this content with related materials from the social sciences and, where possible, with actual field or simulated experiences. Such a mix would come closer to achieving the maximum cognitive and affective impact. (1965, p. 308)

Foster's suggestion for implementation is similar to Cheal's (1967) point that basic artistic principles and basic administrative principles are related. Through the Miami program, Foster is seeking to put his suggestion into operation.

The program consists of a series of activities occurring over two semesters. Students engage in field experiences within desegregated situations and, concurrently, read individually assigned works from the humanities and the behavioral sciences in the areas of administration, race relations, poverty, changing cultural values, urbanization, the adolescent subculture, and technology. Weekly seminars provide a forum for consolidating the readings and the field experiences. One of the instructional approaches employed is the use of masks in role playing, which offers an opportunity for sensitization through black-white race reversals, among other possibilities. In addition, the students are encouraged to write literary works of their own, such as short plays, and to examine changes in social forces by comparing novels written at different times. For example, changes in the adolescent subculture might be examined by comparing *Catcher in the Rye* and *Portnoy's Complaint.*

Although an extensive external evaluation of the Miami program is planned, it will not be completed until after the 1969-70 academic year. However, two main problems have already been observed in the humanities component: (1) the novelty of the content to the students, and (2) their initial hesitancy to relate it to the more typical prescribed activities of the program. The latter difficulty is similar to that noted in the first offering of the Florida concepts seminar.

Foster hopes to deal directly with these problems during 1970 and 1971 by launching a formal component within the Miami program through which he can operationally test the value of incorporating humanities content into administrator preparation. However, he is reluctant to present this material in a special course, divorcing it from the regular content, "because the humanities and behavioral science materials go so beautifully together if the right guy is doing it." The significance of that observation is considered in the next chapter.

UNIVERSITY OF ROCHESTER

During the fall of 1968, Glenn Immegart directed a short-term inservice program at the University of Rochester that employed content from the humanities to shed light on a significant aspect of administrative behavior. The program was structured as a two-day seminar, one in a series of annual seminars for chief school officers. Participation was open to central office administrators in the immediate Rochester area. Attendance included fourteen school superintendents and top-level assistants, five resource persons, and several faculty members from the university's Department of Educational Administration. The resource persons were a practicing school superintendent, a staff member of a national professional association of chief school officers, a professor of philosophy, and two scholars of educational philosophy.

The seminar was financed by registration fees and the Rochester College of Education.

The format consisted largely of the presentation of papers by the resource persons followed in each case by general or small-group discussion periods. As the seminar progressed, more opportunity was provided for small-group discussions.

As the backgrounds of most of the resource persons imply, the Rochester program was an attempt to implement the values rationale for incorporating humanities content into administrator preparation. More specifically, the program was intended to consider the topic "Ethics and the Superintendency." This topic was chosen for two reasons. First, it represented a "new and refreshing" subject of concern to chief school officers. And second, it provided an opportunity for the educational administration faculty at the University of Rochester to consider the relevance of the humanities (or a particular facet thereof) to administrator preparation.

In bringing together superintendents of schools and ethics scholars, the seminar had two purposes. The participants were convened to discuss the profession and practice of educational administration and to explore administrative problems in which ethical behavior and knowledge can facilitate solution.

To achieve these purposes, content was sought that would help to highlight current thinking regarding ethics and educational administration, to explore the relevance of ethics for professional practice, and to assay the dimensions and problems of ethical administrative and leadership practice in education. The desired content was to be provided in papers presented by the five resource persons.

The first paper discussed the ethical concerns of the national professional association of school superintendents. The paper described the development of the association's code of ethics, the attempts to enforce the code, and the role of the association's Ethics Commission.

The second presentation was a report of an empirical study of chief school officers' compliance with the association's code of ethics. The report was intended to raise questions about the morality of superintendents' behavior and about the efficacy of the code.

The third paper consisted of a philosopher's pragmatic attempt to illustrate the relevance of ethics to professional practice. This paper included an examination of the multiplicity of ethical concerns confronting the professional and the complexity of solving ethical problems.

Another presentation, on the "ethics of the means," explored the values involved in administrative decision making with regard to both ends and means.

The final paper focused on major concerns among contemporary philosophers of ethics, and discussed particularly the relevance of psychocultural ethics for the educational leader.

No formal evaluation of the Rochester program has been conducted. However, according to Immegart's assessment, the program was most successful in developing scholar-practitioner dialogue and in exploring the importance of ethics in general areas of leadership behavior. The least success, in Immegart's view, was realized in applying ethics to the resolution of specific administrative problems. The relative failure of the latter attempt, he suggests, was probably due to the newness of the topic (similar to the novelty-of-content problem encountered in the Miami program), the brief time-span involved, and the "mind set" of the practitioner-clients during the seminar (comparable to the application-and-articulation problem noted in both the Florida and the Miami programs).

To try to solve this apparent shortcoming, and at the request of the participants, a short followup seminar was scheduled in late 1969 for the same group of clients to focus specifically on the relationship of ethics to particular problems in school administration. (The results of this seminar were not known at the time this paper was written.)

Other outgrowths of the initial seminar included the incorporation of its content into regular classroom discussions at the University of Rochester, the formation of a "fireside-ethics-book-of-the-month" discussion group comprised of school superintendents in the Rochester area, and the collection of the papers presented at the seminar in a book published in 1970 (Immegart and Burroughs).

Viewing the Rochester seminar in retrospect, three differences can be seen between it and the Florida and Miami programs. First, the Rochester seminar was intended to provide continuing education for practicing chief school officers rather than preservice preparation for prospective middle-management personnel in education. Second, it was a short-term intensive experience rather than a long-term, continuing series

of periodic experiences. And third, it was largely self-supporting rather than externally financed.

On the other hand, the three programs were alike in their adherence to the values rationale for incorporation of humanities content into administrator preparation. However, the Rochester seminar confined its interest to philosophy and, even more particularly, to the consideration of ethics. It was thus much more limited than the Miami experience or the first Florida concepts seminar. Although the second Florida seminar also restricted its focus to the single area of ethics, it did so without the Rochester program's specific reference to the professional practice of school administration.

Like the Florida program, but unlike the Miami approach, the Rochester seminar was a distinct training unit rather than a component integrated with the regular course framework of an ongoing program; and it drew heavily on scholars from the humanities rather than relying solely on professors of educational administration.

Significant similarities and differences exist, therefore, among the three humanities-based preparatory offerings discussed thus far. The Tennessee program represents still another pattern.

UNIVERSITY OF TENNESSEE

The College of Education at the University of Tennessee offers a fifteen-month preservice program to prepare "Entry-Level Administrator Change Agents for Appalachia." The program, leading to the master's degree, is directed by Larry Hughes of the university's Department of Educational Administration and Supervision. Like the Miami program, the Tennessee program was supported initially through the Higher Education Act and subsequently through the Education Professions Development Act. Recruitment to the program was directed mainly at young persons from Appalachia with limited (one to four years') teaching experience and a desire to move into entry-level administrative posts in local school districts.

One of eighteen components in the program is a *humanities live-in seminar,* which has been offered during the summers

of 1968 and 1969. It is a four-week, full-day experience, bears a "problems" designation, and carries six hours of graduate credit (with an automatic grade of "A" for completion). The enrollment was twenty-four in 1968 and twenty-nine in 1969. Participation was limited to Fellows admitted to the EPDA program and to a few students in a special Southern Education Foundation program at the Education Specialist level. (However, based on the experience with this program, a three-hour humanities seminar was developed and offered during the summer of 1969. This seminar was an elective part of the regular preparatory program in educational administration at Tennessee and was open to all students in the Department of Educational Administration and Supervision and to students of other departments on request.)

The humanities live-in seminar is directed by Charles Achilles, who majored in classics and minored in English literature as an undergraduate, received a master's degree in Latin, and took his doctorate in educational administration with a minor in philosophy of education. Charles Keller, former Director of the John Hay Fellows Program, has been a major consultant to the humanities program.

Besides Achilles and Keller, the regular staff (persons making five or more presentations) for the seminar has included one professor from the area of educational administration, two from curriculum and instruction, one from institutional research, one from religious studies, and two visiting professors specializing respectively in history and philosophy of education and in administration and guidance. Special staff (making fewer than five presentations) included an artist, a novelist and columnist, a drama director, and a professor of art.

The general mission of the seminar has been described by Achilles and Gentry:

> The humanities experience focuses upon problems encountered by the administrator, rather than being just a general reading or liberal arts exposure. Constant interplay and discussion about "esoteric" situations in the humanities and "realistic" situations of everyday administration encourage administrators to think beyond the confines of an individual classroom or building to the analysis of those things which define man; his values and his dignity. The humanities experience attempts to provide new di-

> mensions for administrative choices. Discussion, while not limited to educational administration, focuses upon an understanding of man's actions in relation to choices which man/administrator must make. (1969, p. 34)

Implicit in this mission as defined by Achilles and Gentry is an attempt to operationalize both the general liberalization and the values rationales for incorporating the humanities into administrator preparation. Explicit in the statement is a conscious attempt to avoid the application-and-articulation problem encountered in the programs discussed previously in this chapter.

The specific objectives of the Tennessee humanities program were stated in a proposal to the U.S. Office of Education, as follows:

1. to provide the Fellow opportunities to reappraise functions and goals of education, the relation of man to nature, the relation of man to himself, the relation of man to his fellow man, and the ethical problems with which men must deal in a society;
2. to help the Fellow identify problems hindering the achievement of educational goals, to refine the problem so it can be communicated to educators and lay persons, and to translate the problem into an operational work package;
3. to help the Fellow integrate concepts from a wide range of disciplines into a viable style of leadership based upon expertise and insight;
4. to provide opportunities for the Fellow to study current social problems and trends, with emphasis on the role of education for alleviating the social inequities which result from these problems; and
5. to assist the Fellow in developing a readiness for participating in a change-oriented program, for experiencing ways of learning, and for developing effective inter-personal skills.

In the belief that the humanities reveal the history of man's struggle to understand the questions implicit in these objectives, Achilles and his colleagues sought to offer students an opportunity to explore and discuss art, philosophy, history, communication, literature, values, value systems, and current social problems and trends.

Humanities content and experiences required to achieve the seminar's purposes were selected by the participating program

staff, within the constraints of finances, availability or accessibility, and staff competencies. Criteria for content selection in the 1968 program derived primarily from the general liberalization rationale. In 1969, to focus the experiences more directly on problems in school administration, the emphasis was shifted to a greater concern for implementing the values approach. In the latter case, the Tennessee program more closely resembled the relatively eclectic approach to content selection of the Miami program than it did the relatively restricted approach of the Rochester program and the second Florida concepts seminar.

Because participants in the Tennessee program were largely Appalachian whites with very limited liberal arts backgrounds and strong orientations to fundamentalistic religious principles, many experiences and materials were chosen to broaden their outlooks and to introduce them to a range of new concepts, such as those found in existentialism, romanticism, nihilism, and pragmatism. Activities and content were also designed to provide a general introduction to arts, drama, and other vehicles as experiences in communicating.

Specific content and experiences comprising the program included attendance at plays staged by the University of Tennessee outdoor Summer Playhouse, seminars on drama and art, and discussions of numerous novels, plays, and essays, including: *A Man for All Seasons, The Prince, I and Thou, The Republic and Other Works, Essay on Civil Disobedience, Death of a Salesman, Democracy in America,* "Letter from the Birmingham Jail," *Galileo, The Great God Brown, Pogo A La Sundae, Siddhartha, Lord of the Flies, The Theban Plays, Billy Budd, Playboy*'s "Interview with William Sloane Coffin," "The Ever-Renewing Society," and the poems of Emily Dickinson.

Some of the activities were optional, though students generally met daily from 9:30 A.M. to 4:00 P.M. throughout the four weeks, with some special evening sessions scheduled for drama presentations and a few afternoons reserved for special seminars in the arts. The activities were arranged to provide increasing experiential bases from which discussions could emanate and on which concepts and ideas could be built. A

free morning or afternoon was allocated each week for individual reading and general discussion.

The basic mode of instruction employed was small-group discussion, with at least two staff members participating in each session. Besides written materials, the instructional media also included slides, overhead transparencies, tapes, and other audiovisual aids.

The Tennessee program has been evaluated both formally and informally, externally and internally. Although the external evaluation had not been completed at the time of writing this paper, participants' assessments of the 1968 and 1969 seminars suggest that the objectives of the program were generally met and that the experience was highly valued by those involved. In fact, when students were asked to rank the eighteen elements of the total EPDA program according to their perceived worth, the humanities seminar was ranked first by more students (35 percent) than was any other element, and it was ranked among the top three elements by more students (64 percent) than was any other element.

In his own assessment of the program, Achilles credits its apparent success to such factors as (1) the maintenance of a leisurely pace, allowing students time to read and reflect; (2) the minimization of grading, permitting students to seek knowledge for its own sake and for their own benefit; (3) the full-time nature of the program, avoiding distractions caused by concurrent pursuit of other courses or activities; (4) the highly participative character of discussions, encouraging students to test ideas and explore biases in some depth; and (5) the focus on human problems with which participants could easily identify. In this latter regard, Achilles observes that the content selected for the program was in no way sacrosanct. The particular materials chosen for such a seminar are less important than the focusing of discussion on "the relevance and purposes of administration in relation to people, values, choices, and education."

On the other hand, Achilles identifies a number of problems encountered by the program, including the following:

1. The program was expensive in relation to other courses of equal credit hours (estimated direct costs of $9,000 per seminar, exclusive of student costs, stipends, travel expenses, and expenses for special programs).
2. The live-in, integrated nature of the program required an unfragmented block of time, preventing students from participating at the same time in other courses.
3. Some problems were encountered in coordinating the work of faculty members from other colleges in the university and of visiting consultants to the program.
4. There was some feeling that the seminar duplicated courses offered in the College of Arts and Sciences and, for that reason, probably should not have been offered separately.
5. The general nature of the program made it difficult to evaluate.
6. There was some difficulty in obtaining faculty who were comfortable working in a loosely structured, group-oriented seminar experience where several professors worked together. Some points of disagreement became evident.
7. The broad scope of experiences pertinent to the program dictated involving a substantial number of resource persons who were unable to stay with the group long enough to share the live-in orientation of the seminar.
8. Whenever the format turned to lecture or the content proved too academic, students were less receptive.

These problems are not viewed as insurmountable. Current plans at Tennessee are to continue offering a summer humanities component as part of the preparation program in educational administration. However, on the basis of evaluation results, some changes will be incorporated into both the USOE-funded six-hour live-in seminar and the three-hour humanities component introduced in 1969 as an elective in the regular administrator preparation program. The former will be continued as long as external financial support is available for it; the latter will be tried again in 1970.

By way of comparative summary, several important similarities and differences may be noted between the Tennessee seminar and the three humanities-based programs discussed previously. Like the Florida and Miami offerings, but unlike the Rochester program, the Tennessee seminar was a component

of a federally funded, preservice program to prepare middle-level administrators for schools serving deprived areas. Also, the students were relatively young, with limited professional experience.

Like the Rochester program, the Tennessee seminar was a full-time experience, but it lasted much longer and thus was structurally more flexible than the Rochester session. Furthermore, because of the Tennessee seminar's full-time, live-in nature it was more flexible than the Florida concepts seminar, but because it constituted a distinct program it was more highly structured than the almost ad hoc Miami approach.

The 1968 and 1969 offerings at Tennessee and the summer and fall concepts seminars at Florida evidence a similar trend from the general liberalization approach to the values approach. The later offerings in each case reflect an increasing concern for establishing articulation between humanities content and experiences and administrative problems in education — a concern that is also apparent in the Miami and Rochester programs. However, the Tennessee program continued to have the most eclectic content of all four programs, because it incorporated experiences from a wider range of humanities areas.

Like the Miami and Rochester programs, the Tennessee program was led by an educational administration professor committed to and competent in the humanities. And like the Florida and Rochester programs, the Tennessee seminar employed resource persons from the humanities. However, whereas several such special faculty participated in the Rochester and Tennessee programs, the Florida seminar was staffed by a single humanities scholar.

As with all three other programs, the bulk of evaluative information available to date on the Tennessee seminar is largely internal and subjective. However, substantially more such information is available on the Florida and Tennessee experiences than on the other two. Finally, it is noteworthy that those responsible for all four programs were sufficiently satisfied with their results that they plan to continue and improve upon their use of content and experiences from the humanities in preparing educational administrators.

4

In Prospect

Present knowledge concerning the humanities in preparing educational administrators, as it is reflected both in print and in practice, has been synthesized in the preceding chapters. These syntheses serve to define and describe the state of the knowledge in this area. Now the tasks of assessment and projection remain. This chapter will offer, first, some general conclusions about the relation of knowledge in print to that in practice and, second, some projections for the future use of the humanities in preparing educational administrators, with reference to both trends and needs.

Conclusions

From the review of the state of the knowledge in print, one main conclusion stands out: Literature on the use of the humanities in preparing educational administrators is limited almost entirely to some pleas and arguments in favor of such use, and to the identification of a few problems and issues that might be anticipated in the implementation of a humanities-

based preparatory program. Very little has been written about the experiences of those who have actually implemented such programs. One must turn to literature in the field of business to locate the majority of accounts and assessments of humanistic experiences in administrator preparation. These observations are supported by findings from the UCEA staff's review of trends and needs in educational administration preparatory programs generally (Culbertson and others 1969, p. 475).

Turning to the state of the knowledge in practice, several conclusions may be drawn about existing programs that use the humanities in preparing educational administrators:

1. Such programs are more typically designed for preservice than for inservice purposes.
2. They draw most typically upon literature (including novels, plays, essays, and poems), less commonly upon philosophy, infrequently upon history and painting, and very seldom upon music, sculpture, dancing, or other arts.
3. They are most typically structured to introduce the humanities as a distinct component of the total preparation program.
4. The instructional medium they most typically use is the high-involvement seminar, with some use of audiovisual and role-playing mechanisms, but with primary reliance on written materials.
5. They are usually staffed so that major responsibility for the program is held by an educational administration professor, but with extensive support provided by resource persons from the humanities.
6. They most typically consult student opinion as the source of evaluation.

These generalizations are, of course, subject to limitations of the questionnaire data on which they are based. Exceptions to them have been found.

Further light may be shed on this topic by examining how knowledge in print relates to knowledge in practice. In the remainder of this section the programs operating in practice will be related, first, to the three rationales for use of the humanities that appear in print and, second, to the various operational problems and issues recognized in the literature.

RATIONALES FOR INCORPORATION

Concerning the rationales for incorporation of humanities content into administrator preparation, two main observations are suggested by the review of the four programs in chapter 3.

First, no evidence was found of any attempt to implement the creativity rationale. There are at least two possible reasons for this apparent neglect: (1) The creativity rationale is not as convincing as the other two arguments, and (2) the creativity rationale is more difficult to operationalize than the other two arguments. In a 1969 presentation to the NCPEA Humanities Interest Group, Achilles suggested that the latter reason is the more plausible one. The major obstacle appears to be the difficulty of achieving effective transfer of learning and skills among varying modes of creative expression.

Second, although both the general liberalization and the values approaches have been implemented, the dominant tendency seems to reject the former and to favor the latter. The programs at both Miami and Rochester derived predominantly from the values rationale. Although the first concepts seminar at Florida sought to implement both approaches, the primary concern was with values. Moreover, when this dual focus resulted in a failure to effectively implement the values approach (despite some success in implementing the general liberalization approach), the second concepts seminar was focused explicitly and exclusively on values. Similarly, after stressing the general liberalization rationale in their 1968 live-in seminar, the personnel at Tennessee shifted their emphasis to the values approach in 1969.

Considerations of relevance, effectiveness, and efficiency have likely contributed to the trend away from the general liberalization approach and toward the values approach. Sachs, for example, has sagely observed that "contacting the humanities does not guarantee an understanding of humanism.... Many students of English end up as literary critics rather than as persons more sensitive to the ideals and ideas of the poets and playwrights" (1968, pp. 35-36). Achilles, who has been directly and extensively involved in attempts to operationalize both rationales at the University of Tennessee, has compared his 1968 and 1969 experiences as follows:

> There is a distinct difference between the two approaches to the humanities: humanities as a liberalizing influence, and humanities as a values development vehicle. I would suggest that the two will never meet....
>
> It goes without saying the humanities as a liberalizing influence is a very broad, exploratory and general experience, much like an introductory course. It also goes without saying that the humanities as a values development vehicle is a very intense, personal, almost therapeutic experience. In the second example, as a values development session, it may in some instances almost approach a "T" group or sensitivity training session in terms of the intensity of the exchange between and among students and faculty.
>
> The humanities as a liberalizing influence may take one or two themes and play these back against a sampling of literature (or art or philosophy) which reflects those themes in some detail. Discussion is generally confined to the actions of the characters, with little hypothesizing as to why the characters behave as they do, just a relationship as to what the characters do. In the values development approach, the possible motives for the behaviors are explored.
>
> In the generally liberalizing approach, students are not expected to understand motives in depth, but are introduced to ideas which, perhaps, they have never had before and attempt to relate these ideas to man, society, and administration. In values development, students are encouraged to try to understand behaviors in light of their own behaviors or motives, and to see that others may have different behaviors or motives.
>
> In the generally liberalizing approach, action moves swiftly from one topic to another and the student profits from an *exposure* to something new, and from exposure to many things. In values development, action moves slowly with constant repetition on several points.

Achilles' experiences demonstrate the thesis, presented earlier in the discussion of "problems and issues," that programs employing the humanities in preparing educational administrators differ significantly according to the rationales from which they derive.

PROBLEMS AND ISSUES

Humanities-based programs to prepare educational administrators have encountered the operational problems and issues identified in the literature.

Relevance. The first problem recognized is relevance. Three issues were noted as pertinent to this problem. One relates to

the rationale to be operationalized. As noted previously, the tendency in practice favors the values rationale, which generates humanistic experiences that enable students to examine directly and intensively their own value systems and those of others.

A second issue pertinent to the problem of relevance concerns whether the program is designed to serve an inservice or a preservice purpose. The majority of the humanities-based programs described in chapter 3 are of a preservice nature. Examination of the Rochester program, the only inservice offering considered, supports the thesis that inservice programs are more specific in focus (because of time limitations) and more pragmatic in content (because of the need for direct applicability to practice) than are preservice programs. Compare, for example, the Rochester inservice program with the second Florida concepts seminar: Although both sought to implement a specific facet of the values approach (through focusing on the subject of ethics), the Rochester program was more specific and pragmatic in its direct and immediate application of the subject to administrative practice than was the Florida program.

A third relevance issue involves whether the program is intended to perform a supplementary or a compensatory function. Most of the programs considered in this paper clearly favor the supplementary function over the compensatory function. Whereas the former builds upon existing knowledge and relates content to the students' personal experiences (as is particularly characteristic of the values approach), the latter fills gaps in the students' humanistic education (as in the general liberalization approach).

One additional point relating to the problem of relevance, though not identified in the literature reviewed previously, is worth noting. Although all four of the programs described are concerned with relating humanities content and experiences to forces in contemporary society, especially as these impinge on the administration of schools, only in the Miami program was a conscious effort made to relate humanities content and experiences explicitly to other components of the total preparatory program. Recall that the Miami program was the

only one in which the humanities element was integrated with the total course structure rather than being treated as a distinct preparatory unit.

Methodology. The second problem recognized in the literature concerns methodology. One issue pertinent to this problem is finance. Its significance is suggested by the fact that all three of the preservice programs discussed were supported by external funding. Achilles has stated that "the analysis done at the University of Tennessee shows that the Humanities Seminar was by far the most expensive of the courses. That analysis, essentially a cost-effectiveness analysis, indicates that if the program is to be absorbed into the on-going curriculum for preparation of school administrators, it must find some way to reduce the cost." The importance of the finance issue is also implicit in the fact that the only proposal to operationalize the creativity rationale that the writer has encountered (Monahan 1968) has not been implemented because external funding was not attained.

The second methodological issue is time. Given the limited time available for humanities components within already-crowded administrator preparation programs, it would appear that the minimum of eight months called for by Peckham (1960) to implement the general liberalization approach is impossible. Consequently, to avoid problems in articulation and application within the limited time periods available, more specific rationales must be sought. For example, the Tennessee program, with an allotment of only four weeks, was shifted from an initial emphasis on general liberalization to a subsequent concentration on the values approach. Similarly, the Florida program was both extended in duration and rendered more specific in focus for its second offering. And at Rochester, the most particularistic program of all achieved some success within a two-day period.

The final issue associated with methodology is personnel. Most of the programs reported in this paper indicate the importance of including on the program's staff a professor of educational administration committed to and competent in the humanities. Such a professor should either conduct the program himself (as with Foster at Miami) or retain primary

responsibility for determining what goes into it (as with Immegart at Rochester and Achilles at Tennessee). The significance of student personnel in determining the nature of a humanities program is implicit in differences between the emphasis on classical content at Tennessee and the modern orientation of works selected for the Miami experience. Foster, familiar with both programs, has suggested that this distinction is largely due to differences between the Appalachian student group at Tennessee and the urban clientele served by Miami. Both staff and students, then, have a substantial influence on how the humanities can be employed in preparing educational administrators.

Evaluation. The third problem identified in print is evaluation. As stated previously, all the evaluations of programs reported here were internal and largely subjective. Although external evaluations were expected for some of the programs, they had not been completed at the time this paper was written.

Three issues concerning the evaluation problem are recognized in the literature. The first concerns the need to define objectives in specific, measurable, behavioral terms. In practice, with the possible exception of the Tennessee program, such definition of objectives does not appear to have been achieved very effectively.

The second aspect of the evaluation problem involves the need to devise instruments capable of measuring the achievement of a program's objectives. Again, there is little evidence that such instruments have been devised for any of the programs reported here, although this observation cannot be confirmed (or denied) until the results of the external evaluations are available.

Finally, the need to evaluate the importance of the humanities component relative to that of other elements within the total preparatory program was noted. This issue has apparently been dealt with only at Tennessee where, in an evaluation by students, the humanities seminar was the most positively viewed of the eighteen program components.

Overall, then, it cannot be claimed that the problem of evaluation has received adequate attention in the programs considered in this paper.

In conclusion, based on data available on programs operating in practice, the problems and issues identified in print are indeed applicable to attempts to employ the humanities in preparing educational administrators. Although progress is evidently being made toward the resolution of many of these problems and issues, at least two of them will likely remain critical over the next five-to-ten years — the issue of finance and the whole problem of evaluation.

Professors desiring to draw upon the humanities in preparing educational administrators can and must launch concentrated efforts to resolve the problem of evaluation. Unfortunately, they have little control over the issue of finance. The outlook for increased financial support in the next few years, at least from the federal government, appears bleak.

Projections

Having emerged slowly but steadily during the 1960s, the trend toward increased use of content and experiences from the humanities in preparing educational administrators will likely continue in the 1970s. Societal forces that have contributed to this trend include changing and conflicting value patterns within and among various segments of the population, increasing automation of formerly human tasks and processes, and growing concern with the essential purposes of social institutions.

In a recent study of emergent forces affecting educational organization and leadership, the UCEA central staff (Culbertson and others 1969) identified four general categories of critical behaviors that school superintendents must possess to be effective during the seventies.

Two of these categories involve communicating "a moral vision and commitment larger than any given societal force or special interest," and helping "communities chart clear directions amid marked conflict and ambiguity." It seems inconceivable that educational leaders can be prepared to behave in these ways without intensive training in purpose-definition — "the central function of the school administrator" (Harlow 1962) — or without gaining a thorough understanding of the

history, nature, and implications of values — both their own and those of various reference groups of the schools (Culbertson and others 1969). According to the values rationale, the humanities can contribute much to this kind of preparation. Moreover, professors of educational administration appear to be evincing growing interest in this rationale for incorporating the humanities into preparation programs. Thus, the humanities likely will be used increasingly to help the administrator cope with the ambiguity and conflict that will characterize the environment of educational leadership during the 1970s.

Other, more direct signs also point to increased use of the humanities for preparing educational administrators. The UCEA study, for example, has presented evidence that personnel in some of the council's member universities intend to initiate or increase program offerings in the humanities over the next few years. Respondents in the four universities whose programs are described in chapter 3 have reported plans to continue their humanities-based programs. In two of these cases, plans call for systematically incorporating the humanities experiences into the regular, continuing preparatory offerings rather than restricting them to the special-purpose programs within which they originated.

If use of the humanities in administrator preparation is to increase at a rapid pace, however, some problems remain to be resolved. One can reasonably expect that progress will continue toward the resolution of several issues related to the programs' operation, such as their purposes, functions, personnel, and duration. However, progress in other areas of need may not be so confidently predicted.

One is the need for more and better sharing of information about humanities-based programs. A recommendation deriving from the UCEA staff's review of the literature relevant to preparation in educational administration generally is that "greater emphasis should be placed on reporting in the literature specific recent achievements, emergent innovations, and future plans related to the design of administrative preparation programs" (Culbertson and others 1969, p. 487). This recommendation pertains especially to such a relatively new and untested preparatory endeavor as the humanities com-

ponent. Without adequate exchange of information at this early stage in its development, the "humanities movement" is doomed to be retarded by the repetition of preliminary trial and error.

A related need is for acceptable evaluative evidence of the effectiveness of the humanities in preparing educational administrators. Again, this problem pertains to preparatory programs generally, but is especially relevant to such a radical departure from tradition as a humanities component. In resolving the problem of evaluation, the following questions must be answered: Are the goals of the humanities component sufficiently important, relative to the goals of alternative program elements, to justify expending the resources necessary to design and implement such a component? Can these goals be better achieved by some other means (e.g., recruiting students with strong humanities backgrounds rather than incorporating a humanities component into their professional preparation)? What are the salient features of *effective* humanities components? Without answers to such questions as these, the potential promise of the humanities in preparing educational administrators will likely remain unrealized for a long time.

Finally, the critical issue of finance must be resolved. Either ways must be found to decrease the cost of humanities components through more efficient deployment of available resources, or new sources of external support must be located. At present the prognosis is not greatly encouraging for either alternative. However, in the long-range future, the former strategy will probably yield the greater dividends.

Until the last two problems, in particular, are satisfactorily resolved, use of the humanities in preparing educational administrators will probably continue to increase at a slow, but steady, rate. However, if and when the evaluation and financial gaps are filled, a rapid growth of the humanities movement can be anticipated. In either case, a decline in the trend noted previously is not expected.

5

Summary

The role of the humanities in society and in education has become the focus of increasing attention and concern within the past fifteen years. The first modern use of the humanities in the education of administrators was the development during the 1950s of humanistic inservice programs for business executives. In the past decade, during which educational administration came of age as a field of professional preparation, new interest has emerged in the potential of the humanities for preparing educational administrators. This paper has attempted to report the state of the knowledge pertinent to this interest.

The knowledge as reflected in print falls into two major categories: literature presenting arguments in support of the humanities in administrator preparation programs, and literature dealing with problems and issues likely to be encountered in implementing such programs.

The content of works in the former category was synthesized according to three rationales for incorporation of the humanities into preparation programs. The *general liberalization* rationale, the least specific of the three, employs the humanities to broaden the administrator's understanding of man and his world by exposing him to the best that man has thought and done in seeking to communicate his understanding of himself and his world. The *values* approach employs the humanities to improve the administrator's purpose-defining skills by confronting him with examples of differing value systems and moral dilemmas. The *creativity* approach employs the humanities to advance the administrator's reasoning and analytic abilities by introducing him to the processes of creating and interpreting works of art.

A review of literature in the second category identified three main problems that confront the use of the humanities in preparing administrators: the problem of *relevance*, which involves issues related to a program's purpose, function, and underlying rationale; the problem of *methodology*, which involves issues related to the financial, time, and personnel resources available to a program; and the problem of *evaluation*, which involves issues related to the definition of a program's objectives, the devising of means to measure the achievement of the objectives, and the demonstration of the objectives' importance relative to other objectives that might be pursued through nonhumanistic activities. Since literature on the actual use of the humanities in preparing educational administrators is almost nonexistent, much of the literature reviewed was "borrowed" from the field of business administration.

The knowledge as represented in practice was sampled by describing and analyzing four programs that have employed the humanities in preparing educational administrators: a one-quarter concepts seminar at the University of Florida; an endeavor to incorporate humanities content and experiences into regular courses at the University of Miami; a two-day inservice seminar for chief school officers at the University of Rochester; and a four-week continuous humanities live-in seminar at the University of Tennessee.

Each of these programs was discussed in terms of its purposes, methods, content, and results. In addition, similarities

and differences among the four programs were considered. Although exceptions exist, the humanities programs generally were observed to be preservice programs, to draw from literature more than from other sources of humanities content, to constitute distinct units within total preparatory programs, to use mainly written materials and the seminar format in instruction, to depend on professors of educational administration for direction and on humanities scholars for content, and to consult student opinion for evaluation data.

When the three rationales identified in print were related to what obtains in practice, the values approach was seen to be the most popular (unlike the former humanistic programs for business executives, which sought to implement the general liberalization rationale). The creativity approach has apparently not yet been implemented.* Further analysis showed that virtually all the problems and issues recognized in the literature have been confronted in practice. Although progress toward resolving most of them is evident, the issue of finance and the general problem of evaluation were identified as remaining particularly troublesome.

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* However, a two-week inservice seminar for school administrators, to be offered by Herring and Randles at Syracuse University during the summer of 1970, will incorporate elements of the creativity approach. The program's objectives will emphasize the importance of expanding the behavioral options available to the educational administrator in helping him to escape the bureaucratic rigidities that characterize schools today. The seminar will focus largely on behaviors and skills significantly unlike the bureaucratically oriented skills traditionally employed by administrators. Among the behaviors and skills to be emphasized, creative behavior predominates.

In seeking to enhance creative behavior, the seminar staff will have students both observe and participate in the arts. The observation experiences will include sessions during which professional artists will talk to the students about the creative process as it is reflected in their respective media, and visits to off-Broadway productions, museums, and art galleries. The participation experiences will include opportunities for the students to indulge in the creative process themselves, employing whatever medium they desire. The Syracuse seminar represents an explicit attempt to operationalize the creativity rationale, in that it is to be based on the assumption that an appreciation of and active participation in the creative process in the arts will enhance the students' own creative behavior in decision making and problem solving within school administration.

The knowledge in prospect indicates that the present slow but steady trend toward increased use of the humanities in preparing educational administrators will continue over the next five to ten years. This trend can be facilitated through more and better sharing of information about humanities-based programs. And it will accelerate rapidly if and when the financial and evaluation problems can be resolved. Thus, as educational administration enters its adulthood as a field of professional preparation and scholarly inquiry, it appears likely that preparatory programs will reflect an increasing emphasis on the essential humanity of educational leaders.

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